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ABSTRACT

Basic educational statistics, data on academic gains, and summaries of program observations are included in this evaluation of Utah's Migrant Education programs. The overview notes that 11 districts of a possible 40 in the state participated in the program in 1986, with 10 summer-only and 1 year-round program. Background information explains the Migrant Student Record Transfer System (MSRTS), describes student identification and recruitment procedures, and defines eligibility. Information about migrant students includes breakdown by gender (51.82% male, 48.18% female); by migrant status (55.1% settled out, 41.02% interstate, and 3.88% intrastate); by ethnicity (76.22% Hispanic, 12.86% Indian, 7.89% Anglo, and 3.03% Asian); and by age and grade. Pre- and post-test results are reported for the Wide Range Achievement Test by grade level for each program site. A summary of test results notes that few consistent patterns emerged from the analysis. The final section presents excerpts from observations and recommendations made by the site evaluators at each of the 11 programs. Positive observations concerned use of tangibles in early math lessons, student-made books, use of cultural materials, and the presence of staff who served as role models for students. Recommendations include using aides for instructional activities, emphasizing students' oral participation, and increasing administrative support. (JHZ)

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MIGRANT EDUCATION SUMMER PROGRAM

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CHILD OF THE FIELDS

Where are you going, little child of the fields?
Little Child with the future in your hands.
Your cherubic face smudged with soil,
and your eyes like an old, old mans.
Eyes that have seen your Mother stooped with
her toil in the sun.
Too tired to laugh and join her boy for a romp
and a noonday run.
Eyes that have seen your Father near exhaustion, yet going on
working until the dark of night, starting at break of dawn.
Eyes that have seen your brothers robbed of the years of their youth,
working long hours day after day so that you may learn the truth.
Yes, where are you going, little child of the fields,
little child with the future in your hand.
Are you searching in vain for the chance to find the
promise of your native land.

Pat Schroder, R.N.
Migrant Nurse

1986

UTAH MIGRANT EDUCATION

ANNUAL SUMMER EVALUATION REPORT

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FOREWORD

This evaluation report was prepared under the authority of the U. S. Department of Education (Public Law 97-35).

While it is a federal requirement to file and submit this evaluation, this report was compiled to provide information about educational programs for migrant children of migratory agricultural workers. The gathering of information for this narrative comes from the following areas: curriculum, testing, non-academic activities, observation, documentation of events and basic educational statistics.

The Utah State Office of Education recognizes its responsibilities to migrant children and will continue to provide the necessary support for this program. Commitment to the continuance of education and support services for migrant children will be maintained in providing quality programs in the State of Utah.

James R. Moss
State Superintendent
of Public Instruction

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OVERVIEW

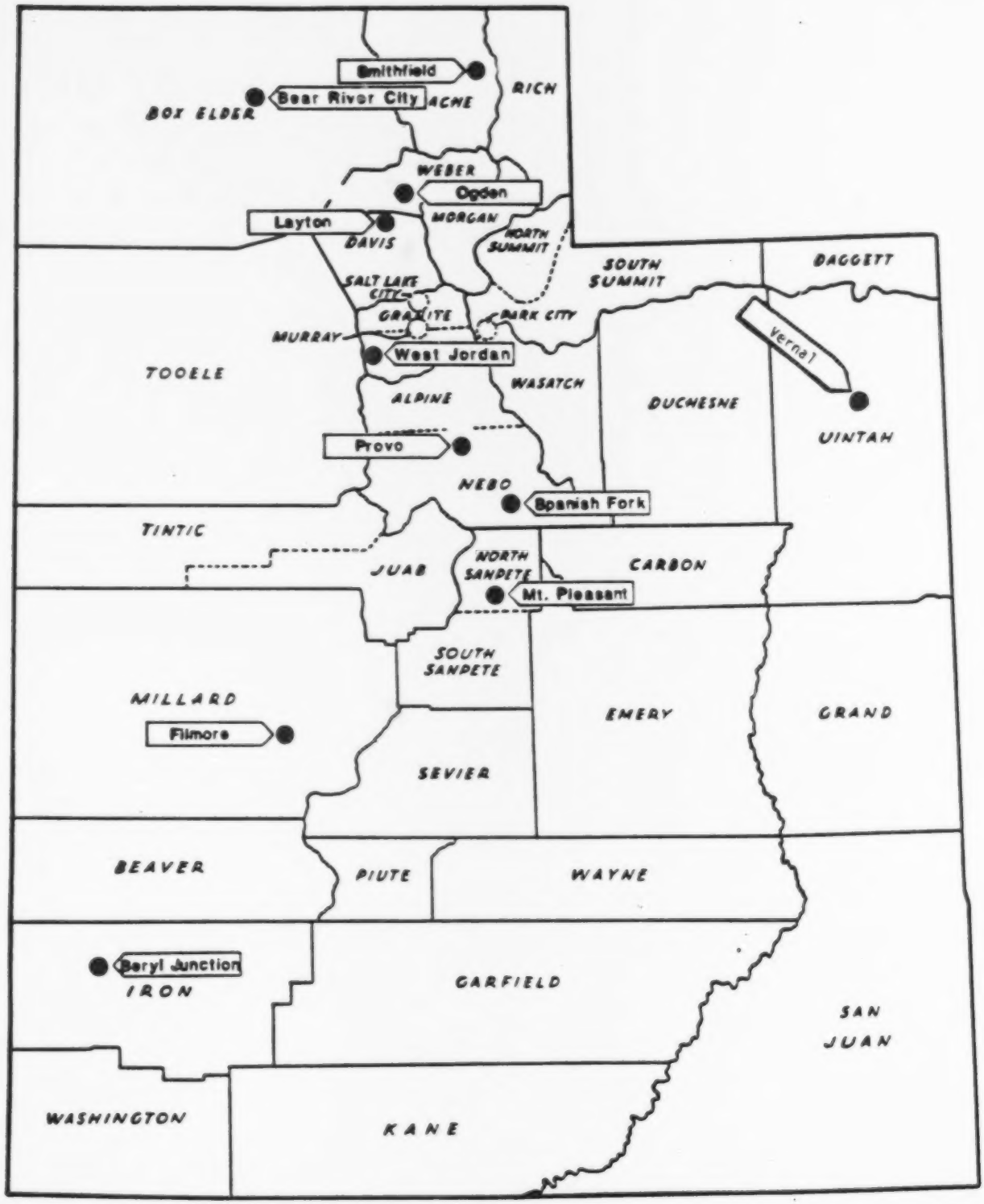
The State of Utah provides educational and support services to the school age children of migrant agricultural workers. These children are provided with the basics in academic programs plus some cultural, vocational and recreational activities. Health services are also provided along with nutrition, self-actualization, and other helpful courses to assist them in assimilation into a productive and educated citizenry.

This year 11 districts of a possible 40 in the state participated in the program. Ten are strictly summer and one is a year-round program. A new district in Eastern Utah was served this year that has not been heretofore served. In the State of Utah, the State Education Agency (SEA) allocates federal funds to "establish or improve State Migrant Education programs designed to meet the special educational needs of migratory children..." In fiscal year 1986 the grant award to this state was $528,000.00.

The state submits its plan to the Federal Government which lists the goals and objectives of the program. The goals are a collaborative effort of the SEA Director, LEA Directors and staff, and are aligned with the national goals.

Onsite educational evaluations are conducted at the LEAs under the direction of the SEA to determine compliance with these goals and objectives. Evaluation data is also collected at LEAs through frequent visits of the SEA Director and staff. This data and other information pertaining to the Utah Migrant Education program are shown in charts and graphs throughout this report.

MIGRANT EDUCATION SITES



MIGRANT EDUCATION SCHOOL DISTRICT DIRECTORY

SCHOOL DISTRICT	DIRECTOR	LOCATION
Box Elder	Mr. Carroll Nichols	Bear River City
Cache	Mr. Keith Clayson	Smithfield
Davis	Mr. Forrest Barker	Layton
Iron	Ms. Penelope Eicher	Beryl Junction
Jordan	Ms. Beverly Lloyd	West Jordan
Millard	Mr. Jack Fowles	Fillmore
Nebo	Mr. Boyd Goodrich	Spanish Fork
North Sanpete	Mr. Reed Miller	Mt. Pleasant
Ogden	Mr. Larry Carrillo	Ogden
Provo	Mr. Sam Roberts	Provo
*Uintah	Ms. Dixie Allen	Vernal

*Uintah is a new summer migrant program this year.

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

The Migrant Student Record Transfer System (MSRTS), a national computer network, was created to facilitate the transfer of migrant student records. As children enter the State of Utah and are identified and found eligible for migrant programs, they receive a special MSRTS identification number that follows them when they move. As information is gathered, i.e., enrollment data, individual student progress, health, etc., it is transmitted to the national data bank in Little Rock, Arkansas for data retrieval. When a migrant family moves, information is sent to the new school upon enrollment; thus, helping teachers to note educational skills mastered and to be aware of other pertinent information.

Reporting of test data into the MSRTS data bank for transfer to local schools has greatly increased over the last nine years. This has occurred due to stressing the importance of providing individual input, frequent inservice training in the field, and the leadership exerted by the SEA staff in this endeavor. Test data reported is in the basic skill areas of math, reading and spelling. Data reported was obtained from the following tests: W.R.A.T., Slosson, Key Math, Carrow Language and BOEHM.

A statewide terminal operator is located at the SEA who trains LEA clerks in MSRTS transfer procedures, answers questions relating to migrant student status. With a turnover in migrant personnel, there is always a need to provide continual inservice to migrant staff so that continuity in information transfer is maintained at a quality level and the needs of migrant children are being met.

MSRTS will continue to be stressed as an important component in all local migrant sites throughout the state. In a program where the participants are migratory, MSRTS provides a vital link in maintaining and updating important student information.

IDENTIFICATION AND RECRUITMENT

Identification and recruitment begins the first of May and usually continues throughout the summer months. Trained recruiters visit the homes and employment places of migrant parents to insure that parents are aware of programs offered and to help them understand and to fill out required enrollment forms.

The need for identification and recruitment is continual and necessary for a properly managed program. Efforts to enhance recruitment during the 1986 summer migrant program were maintained through inservice training, coordination with the Utah Rural Development Corporation, written communication, and dissemination of appropriate literature. Examples were:

At the Migrant Education workshop, May 16 & 17, inservice training was given on identification and recruitment. Significant questions as to the basic questions of eligibility, identification and recruitment were answered.

Parent Advisory Councils were held throughout the state, one in Brigham City in June and one in Provo in July. Parents were encouraged to become involved in the education of their children.

Training was provided at each migrant site concerning eligibility forms, enrollment and skill information.

Coordination with the Utah Rural Development Corporation and other state and local agencies were an integral part in insuring that migrant children were being identified, recruited and enrolled.

The State Education Agency shall continue to emphasize identification and recruitment so that all migrant children who reside in the State of Utah will have the opportunity to migrant education and needed support services.

ELIGIBILITY

The Migrant Education program is a highly regulated program and eligibility of the student must be determined before an LEA can serve them. We serve students who are engaged in agricultural activities or whose parents are engaged in agricultural activities that have moved (become migratory) to enable them to participate in qualifying agricultural activities.

"Agricultural activity" means --

(1) Any activity directly related to the production or processing of crops, dairy products, poultry or livestock for initial commercial sale or as a principal means of personal subsistence:
(2) Any activity directly related to the cultivation or harvesting of trees; or
(3) Any activity directly related to fish farms.

"Currently Migratory Child" means a child --

(1) Who's parent or guardian is a migratory agricultural worker or a migratory fisher; and
(2) Who has moved within the past 12 months from one school district to another to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

"Formerly Migratory Child" means a child who --

(1) Was eligible to be counted and served as a currently migratory child within the past 5 years, but is not now a currently migratory child;
(2) Resides in the area served by the agency carrying out a Chapter 1 Migrant Education Program or project; and
(3) Has the concurrence of his or her parent or guardian to continue to be considered a migratory child.

"Migratory Agricultural Worker" means --

(1) A person who has moved within the past 12 months from one school district to another to enable him or her to obtain temporary or seasonal employment in an agricultural activity.

The State Recruiter represents the SEA in an advisory role and provides ongoing training and inservice to the local recruiters, either at state conferences

and workshops or on an individual basis as needed. He also reviews all Certificates Of Eligibility (COEs) at the LEA or SEA as submitted. This is to help ensure accuracy and also provide another check on eligibility by reviewing dates, last qualifying moves, qualifying agricultural activities, etc. This is part of our "checks and balances" system to ensure that we avoid audit exceptions.

MIGRANT STUDENT PARTICIPATORY INFORMATION

The following graphs and charts show this year's (1986) student participation information derived from students served in the Utah Migrant Education Program.

There were 824 students served in Utah in 1986. This is 19% more than the 691 served in 1985.

STUDENTS BY GENDER

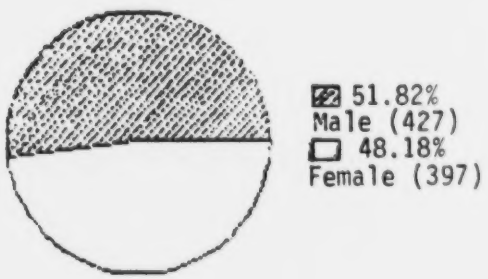


Fig. 1

The breakdown by gender is shown in Figure 1. Fifty two percent or 427 of the students were male. Forty eight percent or 397 were female students.

Figure 2 shows student participation by migrant status. This year there were 338 children identified as Migrant Status #1. This is 46% increase (106 more than 1985) in this category.

There were 32 students identified as Migrant Status #2 in 1986, which is a 33% drop in this category from 1985's 48.

There were a total of 454 students identified as Migrant Status #3. This translates to a 10% increase from 411 in 1985.

STUDENTS BY CATEGORY

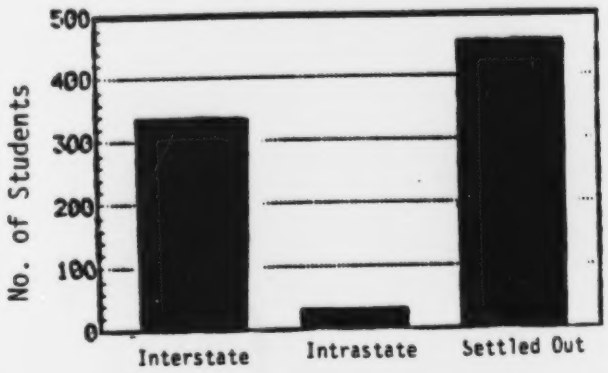


Figure 2

INTERSTATE - Migrant Status #1 - 338

INTRASTATE - Migrant Status #2 - 32

FORMERLY MIGRATORY (Five-Year Migrant) - 454

INTERSTATE - Migrant Status #1 - A child who has moved with a parent or guardian within the past 12 months across state boundaries in order that the child, parent, guardian or other member of the immediate family might secure temporary or seasonal employment in agriculture.

INTRASTATE - Migrant Status #2 - A child who has moved with a parent or guardian within the past 12 months across school district boundaries within the state in order that the child, parent, guardian or other member of the immediate family might secure temporary or seasonal employment in agriculture.

FORMERLY MIGRATORY (Five-Year Migrant) - A child who has been an interstate or intrastate migrant, as defined above, but who has ceased to migrate within the past five years and now resides in an area in which a migrant education project is provided.

STUDENTS BY CATEGORY

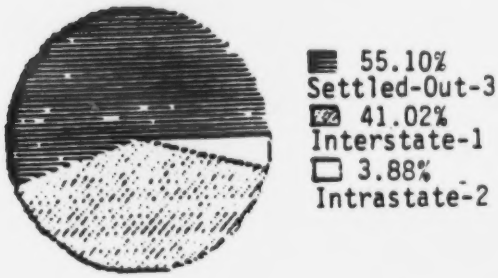


Figure 3

Figure 3 shows breakdown of migrant status by percent participation.

Figure 4 bargraph illustrates the Ethnic Status breakdown for participating student body.

The majority of the students served in Utah are of Hispanic Ethnicity. This year (1986) 628 Hispanic students were served, which is 76% of the total. This is a 28% increase over 1985's 490 (in which the Hispanics comprised 71% of the program).

There were 106 American Indians served, a 19% drop from 1985's 131. The 106 is 13% of total students served.

There were 25 Asian students served, which was 3% of the total and down 46% from 1985's 46. The largest percentage of Asian students are served in our Millard summer Migrant Education program.

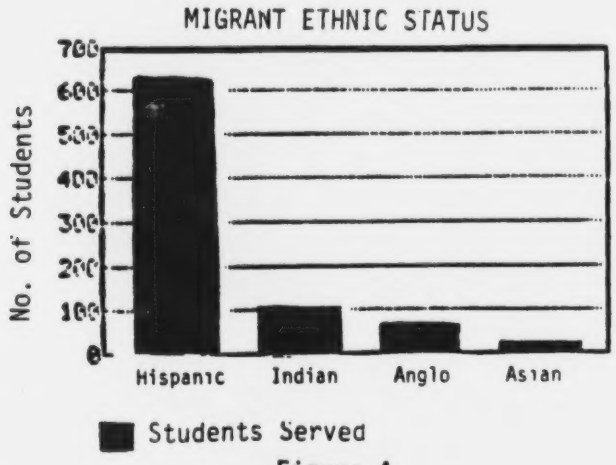
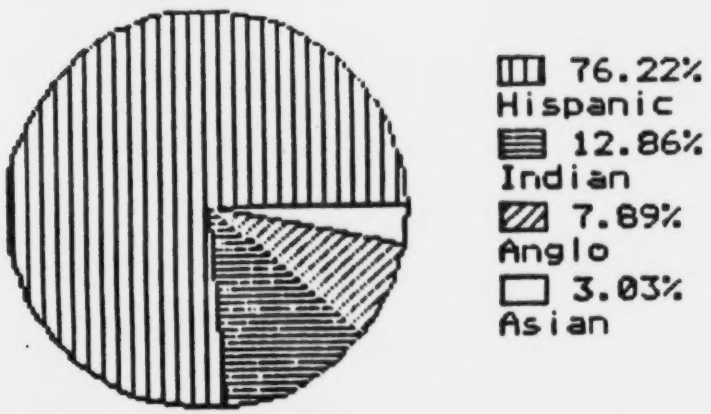


Figure 4



The significance of this data is while the migrant population appears to have stabilized in Utah, there none-the-less, is intra-state by ethnic group, mobility.

MIGRANT PARTICIPANTS BY YEAR OF BIRTH

1964 - 0	1972 - 41	1980 - 69
1965 - 2	1973 - 39	1981 - 54
1966 - 4	1974 - 52	1982 - 49
1967 - 8	1975 - 55	1983 - 32
1968 - 8	1976 - 72	1984 - 13
1969 - 22	1977 - 77	1985 - 15
1970 - 22	1978 - 73	1986 - 8
1971 - 23	1979 - 86	TOTAL -824

MIGRANT PARTICIPANTS BY GRADE

GRADE	SUMMER TERM ALL 11 DISTRICTS	REGULAR TERM PROVO ONLY
* PRE-K	117	20
K	99	5
1	84	6
2	78	2
3	93	6
4	79	6
5	51	5
6	44	9
7	36	4
8	32	7
9	24	6
10	15	7
11	11	7
12	14	6
* UG	47	20
	824	116

111 students or 13-1/2% are secondary education.

* Pre-K, UG do not generate funding for Migrant Education and support services, however, because we serve the total family, all services are provided this population.

TESTING

The Migrant Education students in Utah are administered the WIDE RANGE ACHIEVEMENT TEST (WRAT) at the beginning of the school year to aid in class placement and at the end to measure achievement.

In view of the short time that the students spend in the program during the summer, the WRAT seems to be the best instrument to use to measure achievement in these areas: math, reading, spelling. It is brief, concise, easy to administer, and also inexpensive.

Each district in the state, with the exception of the new program in Uintah, administered the test to a majority of their students. This pre and post program testing results (raw scores) were sent to the SEA who organized the data and converted the scores and gains to standard scores, percentiles, and grade equivalents. The results were then sent to the Utah State Evaluation Specialist, Dr. David Nelson, who made the following observations:

"In the area of reading, performance increases were noted by virtually every district at each grade level. The most substantial gains were demonstrated at the elementary grade levels. At three grade levels, mean post-test performance across all districts exceeded the national norm group. In most instances, however, the mean post-test performance of the students in the program was still substantially below that of the national norm group".

"Results for spelling were generally similar to those observed for reading. Virtually all districts showed some growth in performance and, again, the most substantial gains tended to be at the elementary grade levels. Highest gains across all districts were in kindergarten, grade 2, grade 3, grade 5, and grade 10. The post-test performance of these students in spelling was above that of the national norm group at only grades 1, 2 and 3."

"Results for the mathematics section of the test tended to be more positive than those observed on the previous two sections. In mathematics, several districts reported substantial gains at virtually every grade level. Unlike reading and spelling, substantial gains were noted at both the elementary and secondary levels. Mean post-test performance for grades K-5 across all districts was substantially better than the national norms."

"The overall conclusion from an examination of these results would suggest that the migrant program does indeed positively impact the academic performance of participating students across the areas of reading, spelling and mathematics. The absolute amounts of performance improvement vary tremendously by district and few consistent patterns emerge from this analysis. Certainly the program appears to have its most positive effects at the elementary grade levels in all areas tested."

The SEA continuously provides inservice training with regards to the administration of the test. At its State Conference in May, 1986, the SEA provided a workshop by Dr. Robert Book with heavy emphasis in theory, background and application of data provided by the WRAT. The SEA will follow-up with a test administration workshop at the State Conference in 1987.

On the next 11 pages one may review the results by program of this year's testing of participating migrant students. Raw scores have been converted to grade level, standard, and percentile to help the reviewer understand the data better.

WIDE RANGE ACHIEVEMENT TEST (WRAT) GAINS
UTAH SUMMER MIGRANT EDUCATION PROGRAM - 1986

DTSTRICT BOX ELDER

GRADE	NUMBER OF STUDENTS REGISTERED	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED	READING				SPELLING				ARITHMATIC				NET GAINS		
				RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	READING	SPELLING	ARITHMATIC
PRE K	1																	
K	24	18	75	17.1	23	PF	89	18.8	63	PF	105	10	47	PF	99	.17	1.5	.2
1	13	7	53	36.57	84	1M	115	24.8	90	1M	119	16.7	96	1E	126	-1.5	-.6	-1.4
2	7	5	71	59	95	3B	125	35	96	2E	126	23.4	99	3B	135	2.2	-1.6	1.2
3	10	7	70	58.8	66	2E	106	37.1	66	3B	106	26.28	97	3E	128	1.8	.9	-.14
4	8	2	25	58.5	27	2E	91	33	10	2M	81	27	79	4B	112	2.5	1.5	1
5	4	3	75	74	73	5E	109	45	66	5B	106	31	86	5E	116	3	.7	-2.6
6	4	3	75	38.3	.04	5B	47	* 16.6	* .03	4E	* .03	27.3	23	7B	89	2.3	-.7	-1
7	6	3	50	46.6	.08	7B	51	* 21.6	* .03	6B	* 46	22	1	5B	66	.3	.3	-.6
8	4	1	25	51	63	8B	105	20	27	5E	91	27	27	7B	91	5	1	1
9	1	0	0															
10	2	0	0															
11																		
12																		
TOTALS																		

* Off bottom of chart

WIDE RANGE ACHIEVEMENT TEST (WRAT) GAINS
UTAH SUMMER MIGRANT EDUCATION PROGRAM - 1986

DISTRICT CACHE

GRADE	NUMBER OF STUDENTS REGISTERED	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED	READING				SPELLING				ARITHMATIC				NET GAINS		
				RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	READING	SPELLING	ARITHMATIC
PRE K	17	0	0															
K	16	0	0															
1	2	1	50	25	42	PF	97	20	58	PF	103	15	86	1M	116	7	0	1
2	7	3	43	29	13	PF	83	24	37	1M	95	20	88	2M	118	4	4	0
3	12	6	50	36	4	1M	74	26	6	1M	77	22	68	2E	107	4	0	0
4	5	2	40	57	23	2E	89	33	10	2M	81	26	68	3E	107	2	2	1
5	8	4	50	72	66	5B	106	42	47	4B	99	27	47	4B	99	2	2	1
6	3	2	67	45	.6	6E	58	* 13	* .03	3E	* 46	22	3	5B	71	17	3	3
7	7	0	0															
8	4	0	0															
9	2	0	0															
10	0	0	0															
11	3	0	0															
12	0	0	0															
TOTALS	86	18	21															

WIDE RANGE ACHIEVEMENT TEST (WRAT) GAINS
UTAH SUMMER MIGRANT EDUCATION PROGRAM - 1986

DISTRICT DAVIS

GRADE	NUMBER OF STUDENTS REGISTERED	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED	READING				SPELLING				ARITHMATIC				NET GAINS		
				RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	READING	SPELLING	ARITHMATIC
PRE K																		
K	3	0	0															
1	4	4	100	10	4	PF	73	16	23	PF	89	7	5	PF	75	1	2	2
2	5	5	100	49	77	2B	111	30	79	2B	112	21	94	2E	123	3	1	1
3	4	4	100	59	66	3B	106	37	66	2E	106	25	93	3E	122	2	0	2
4	2	2	100	50	8	2M	79	20	.04	PF	47	34	99.6	6E	144	20	9	14
5	1	1	100	49	3	2B	71	26	.7	1M	59	31	86	5E	116	1	10	11
6	2	2	100	50	1	8B	65	31	1	10E	66	29	37	7E	95	13	14	7
7	1	1	100	60	4	11B	73	29	.6	9E	58	27	12	7B	82	15	1	9
8	1	1	100	40	19	5B	87	11	3	3B	72	20	2	4E	69	0	0	0
9	1	1	100	54	61	9B	104	14	4	3E	74	24	7	6B	78	0	0	0
10	1	1	100	39	6	5B	77	24	30	7B	92	26	13	6E	83	0	0	0
11																		
12																		
TOTALS																		

WIDE RANGE ACHIEVEMENT TEST (WRAT) GAINS
UTAH SUMMER MIGRANT EDUCATION PROGRAM - 1986

DISTRICT IRON

GRADE	NUMBER OF STUDENTS REGISTERED	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED	READING				SPELLING				ARITHMATIC				NET GAINS		
				RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	READING	SPELLING	ARITHMATIC
PRE K																		
K																		
1	6	3	50	46.7	98	2B	132	29	99	1E	134	23	-*-99.99	3B	-*-155	+.7	2.3	-.3
2	6	2	33	56	92	2E	121	36.5	97	2E	129	28	-*-99.99	4E	-*-155	0	1.5	.5
3																		
4	4	2	50	72	77	5B	111	43	68	4E	107	33	99.2	6B	140	2.5	.5	-.5
5	3	1	33	-	-	-	-	41	39	3E	96	36	99	7B	138	-	2	1
6	5	2	40	-	-	-	-	38	12	12+	82	35	84	10E	115	-	1.5	-4.5
7																		
8																		
9																		
10																		
11																		
12																		
TOTALS																		

-*- Off chart - very top!

28

29

WIDE RANGE ACHIEVEMENT TEST (WRAT) GAINS
UTAH SUMMER MIGRANT EDUCATION PROGRAM - 1986

DISTRICT JORDAN

GRADE	NUMBER OF STUDENTS REGISTERED	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED	READING				SPELLING				ARITHMATIC				NET GAINS		
				RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	READING	SPELLING	ARITHMATIC
PRE K	11																	
K	7	7	100	26	61	PF	104	22	86	1B	116	-*- 34	-*- 99.98	6E	-*- 155	5	12	17
1	10	10	100	24	37	PF	95	32	99.6	2M	144	-*- 41	-*- 99.98	8+	-*- 155	1	9	8
2	4	3	75	49	77	2B	111	-*- 70	-*- 99.98	8+	-*- 155	-*- 74	-*- 99.98	-*- off scale	-*- e 155	2	10	-1
3	7	7	100	27	.9	PF	61	35	53	2E	101	78	-*- 99.98	-*- off scale	-*- e 155	7	10	44
4	7	7	100	* 26	* .03	PF	* 46	* 14	* .03	PF	* 46	-*- 44	-*- 99.98	8+	-*- 155	13	6	28
5	4	4	100	* 28	* .03	PF	* 46	16	* .03	PF	* 46	20	2	2M	69	9	2	9
6	7	7	100	49	1	7E	64	22	.03	6E	46	-*- 53	-*- 99.98	12+	-*- 155	13	6	31
7	5	4	80	48	.2	7E	54	* 10	* .03	2E	* 46	47	99.6	12+	144	10	-1	22
8	1	1	100	54	75	9B	110	18	19	5B	87	-*- 66	-*- 99.98	12+	-*- 155	6	8	33
9	0	0	0															
10	2	2	100	74	95	12+	125	34	77	12B	110	45	99	12+	136	5	5	22
11	1	0	0															
12	0																	
TOTALS																		

-*- Off chart - Very Top!
* Off bottom of chart - low

WIDE RANGE ACHTEVEMENT TEST (WRAT) GAINS
UTAH SUMMER MIGRANT EDUCATION PROGRAM - 198 6

DTSTRICT MILLARD

GRADE	NUMBER OF STUDENTS REGISTERED	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED	READING				SPELLING				ARITHMATIC				NET GAINS		
				RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	READING	SPELLING	ARITHMATIC
PRE K	7	3	43	6	3	PF	71	6	1	PF	63	2	.6	PF	58	4	3	1
K	9	5	71	22	45	PF	98	20	75	PF	110	12	73	PF	109	2	3	3
1	8	3	38	38	88	1M	118	25	91	1M	120	20	99.5	2M	143	6	3	4
2	3	1	33	57	93	2E	122	36	97	2E	128	25	99.5	3E	143	7	1	2
3	5	2	40	71	94	4E	123	47	98	5E	132	26	96	3E	127	2	3	0
4	6	5	83	67	61	4B	104	42	63	4B	105	29	92	4E	121	5	1	2
5	1	0	0															
6	4	1	25	43	.3	6B	55	28	.8	9B	60	30	45	8B	98	4	4	1
7	3	0	0															
8	4	0	0															
9	2	0	0															
10	2	0	0															
11	1	0	0															
12	1	0	0															
TOTALS																		

(Pre K graded on K level)

32

33

WIDE RANGE ACHIEVEMENT TEST (WRAT) GAINS
UTAH SUMMER MIGRANT EDUCATION PROGRAM - 198 6

DISTRICT NEBO

GRADE	NUMBER OF STUDENTS REGISTERED	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED	READING				SPELLING				ARITHMATIC				NET GAINS		
				RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	READING	SPELLING	ARITHMATIC
PRE K																		
K	28	27	96	17.25	23	PF	89	16.85	47	PF	99	8.56	27	PF	91	2.32	2.29	1.71
1	17	17	100	36.75	84	1M	115	26.71	96	1E	126	17.0	96	1E	127	1.64	1.12	2.18
2	16	16	100	49.81	79	2M	112	32.31	88	2M	118	20.87	93	2E	122	1.50	1.25	1.06
3	14	14	100	56.05	55	2E	102	35.29	53	2E	101	23.78	86	3B	116	1.79	.93	1.14
4	11	11	100	60.0	8	2M	79	32.54	8	2M	79	24.9	53	3E	101	1.82	1.54	2.63
5	17	16	94	55.31	9	2E	80	36.43	16	2E	85	25.62	32	3E	93	1.12	.61	1.40
6	10	10	100	41.80	.1	5E	53	22.5	.05	6E	48	23.4	5	5E	76	1.40	1.40	1.20
7	6	6	100	*40.33	*.03	5B	*46	*18.83	*.03	5B	*46	27.0	12	7B	82	1.16	.50	.50
8	7	7	100	37.0	13	4E	83	16.0	13	4B	83	22.57	6	5E	77	1.86	1.14	1.86
9	2	1	50	23.0	.6	2M	58	9.0	1	2M	64	16.0	.2	3B	54	1.00	1.00	.00
10																		
11																		
12																		
TOTALS																		

Post Scores
* Bottom of chart

WIDE RANGE ACHTEVEMENT TEST (WRAT) GAINS
UTAH SUMMER MIGRANT EDUCATION PROGRAM - 198 6

DTSTRICT NORTH SANPETE

GRADE	NUMBER OF STUDENTS REGISTERED	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED	READING				SPELLING				ARITHMATIC				NET GAINS		
				RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	READING	SPELLING	ARITHMATIC
PRE K	40	0																
K	14	13	92	17.9	27	PF	91	13.5	19	PF	87	9.4	39	PF	96	3.7	5.1	3.0
1	6	5	83	27.8	53	PF	101	21	66	PF	106	13.8	75	1B	110	2.2	.8	1.4
2	9	9	100	38	39	1M	96	23.6	34	1B	94	14.8	30	1M	92	1.8	2.1	.2
3	6	6	100	59.8	66	3B	106	35.7	55	2E	102	22.6	75	2E	110	6.7	2.1	.3
4	8	8	100	61.6	37	3B	95	36.5	25	2E	90	26.9	77	4B	111	-1	0	3.1
5	3	2	67	70.5	58	4E	103	46.5	75	5E	110	25.5	32	3E	93	5.5	0	0
6	3	3	100	57.3	5	10B	76	33	3	11E	71	-*- 48.3	-*- 99.98	12+	-*- 155	2	3.3	8
7	1	1	100	41	* .03	5E	* 46	* 22	* .03	6E	* 46	29	21	7E	88	6	11	7
8	1	1	100	61	92	11B	121	35	93	12E	122	38	96	12B	127	10	4	6
9	2	1	50	54	61	9B	104	28	55	9B	102	34	70	10B	108	4	3	4
10	3	2	67	30	1	2E	64	15.5	5	4B	76	24	6	6B	77	4.5	4.5	5
11	0	0	0															
12	1	(No pre test)		60	45	11B	98	38	75	12+	110	39	70	12E	108	-	-	-
TOTALS																		

-*- Off chart - TOP!
* Off Chart - Bottom

WIDE RANGE ACHIEVEMENT TEST (WRAT) GAINS
UTAH SUMMER MIGRANT EDUCATION PROGRAM - 1986

DISTRICT OGDEN

GRADE	NUMBER OF STUDENTS REGISTERED	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED	READING				SPELLING				ARITHMATIC				NET GAINS		
				RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	READING	SPELLING	ARITHMATIC
PRE K		PRE / POST																
K		19 / 17		18.53	30	PF	92	14.94	30	PF	92	14.4	92	1B	121	2.00	2.10	5.78
1		13 / 10		46.90	98	2B	131	21.	66	1B	106	21.	99.91	2E	148	5.98	4.85	2.31
2		10 / 8		64.25	98	3E	132	34.76	95	2E	125	24.	99	3B	138	10.15	5.02	3.60
3		11 / 11		69.09	91	4E	120	41.73	88	4B	118	28.09	99	4E	137	11.82	8.37	3.36
4		15 / 14		62.0	42	3B	97	40.21	50	3E	100	26.14	70	3E	108	2.27	3.14	.14
5		9 / 7		82.14	92	7E	121	46.71	75	5E	110	33.28	96	6B	126	11.25	8.04	3.84
6		7 / 6		69.33	37	12+	95	36.	7	12+	78	31.83	61	8E	104	10.33	2.86	6.54
7		3 / 3		64.67	1	9B	64	23.67	.03	7B	46	28.	16	7B	85	12.00	-.33	22.00
8		1 / 1		64	95	12E	125	35.	93	12E	122	21.	3	5B	72	9.00	1.00	8.00
9		2 / 0		49	39	7E	96											
10		1 / 1										21	2	5B	68	-	-	18.0
11		/																
12		/																
TOTALS																		

38

39

WIDE RANGE ACHIEVEMENT TEST (WRAT) GAINS
UTAH SUMMER MIGRANT EDUCATION PROGRAM - 1986

DISTRICT PROVO

GRADE	NUMBER OF STUDENTS REGISTERED	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED	READING				SPELLING				ARITHMATIC				NET GAINS		
				RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	READING	SPELLING	ARITHMATIC
PRE K																		
K	1	1	100	14	14	PF	84	21	81	PF	113	17	99	1E	135	2	2	6
1	2	2	100	22.5	32	PF	93	22.5	77	1B	111	20	99.5	2M	143	4	4	4
2	0																	
3	2	2	100	51.5	3F	2M	95	32	32	2M	93	22.5	73	2E	109	14	1.5	-13
4	3	3	100	46.3	4	2B	73	33	10	2M	81	27.6	82	4B	114	8.3	4	6.3
5	2	2	100	63	30	3E	92	37	18	3B	86	27.5	53	4B	101	5	2	2
6	1	1	100	55	4	9E	73	3F	9	12+	80	24	7	6B	78	-2	3	-5
7	2	2	100	60	4	11B	73	28.5	.5	9B	57	23	2	5E	69	7	3.5	-4.5
8	0																	
9	0																	
10	3	3	100	40.6	8	5E	79	29	55	9E	102	31	42	8E	97	4	4.4	2.7
11	0																	
12	1	1	100	66	66	12+	106	27	25	8E	90	32	27	9B	91	4	4	5
TOTALS																		

WIDE RANGE ACHIEVEMENT TEST (WRAT) GAINS
UTAH SUMMER MIGRANT EDUCATION PROGRAM - 1986

DTSTRICT UINTAH - NEW PROGRAM, NO DATA for '86

GRADE	NUMBER OF STUDENTS REGISTERED	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS TESTED	READING				SPELLING				ARITHMATIC				NET GAINS		
				RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	RAW SCORE	PERCENTILE	GRADE EQUIVALENT	STANDARD SCORE	READING	SPELLING	ARITHMATIC
PRE K																		
K																		
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
TOTALS																		

ONSITE EDUCATIONAL EVALUATIONS

During the course of the summer Migrant Program, the SEA conducts on-site evaluation at each LEA. The State Recruiter has the responsibility, under the direction of the State Director to schedule these educational evaluations with each district and provide administrators from the SEA to aid in the evaluation process. Some of the areas that the evaluators are concerned with are:

a. Proper placement of students
b. Instructional effectiveness
c. Physical setting
d. Planning and coordination
e. Staff preparation
f. SEA and LEA supervision
g. Achievement
h. Parental involvement
i. Equipment inventory

This summer the State Recruiter, D. Craig Huish conducted evaluations at each LEA with the assistance of the following administrators of USOE.

Richard L. Burbidge, Specialist, Chapter 1
Julio Cortez - Principal, Ogden Migrant Program
Jay K. Donaldson - State Chapter 1 Director
Carl Jensen - Education Specialist, School Planning and Development
Karl Jones - Education Specialist, Chapter 1
Gary LaComb - Evaluations and Facilities Specialist
Wil Numkena - Special Assistant in Indian Education

Some observations and recommendations made by the evaluators on each of the eleven programs follow:

BOX ELDER

Observation:

We were impressed with the use of tangibles to teach counting and patterning and addition math... also with the practice of students modeling correct counting before the other students which indicated the 1:1 relationship that exists in the counting process.

There was a good variety of instructional strategies and a change of activities. Instruction appeared to move along at a good pace.

(Box Elder- cont'd)

Recommendation:

We would encourage the teachers to use their aides' time for the instruction of students rather than using them to such a great extent on non-instructional activities. This could result in more small group activities and might increase the amount of individual instruction to the students. Language development should be a high priority. Every opportunity should be taken to have children verbalize what they are learning, express their feelings and ideas, and generally engage interactively wherever possible.

CACHE

Observation:

We were impressed with the orderliness and management of the classroom of older students. Students were engaged in their studies. Class management was in hand and the atmosphere was positive.

The nursery environment is inviting, clean and organized. The teacher and aides had excellent rapport with the children and did well with control of behavior.

Recommendations:

Emphasis should be made on obtaining frequent and regular oral responses from all students.

Materials available for math instruction appear to be quite limited. We would suggest consideration of the peer tutorial program. It also stresses oral reading.

Some other meaningful activities that would provide variety during the week might include individual reading of high interest short stories, or paper back books, or other reading materials of students individual selection. Companion reading would be another variety of activity to try.

DAVIS

Observations:

A worthy procedure of having children write and compose their "own books" was observed. This can be very rewarding for both the student and parents if they feel that the work taken home was their own creation.

(Davis - cont'd)
The students that we observed were happy and pleased to be involved and seemed to enjoy their learning experiences in such a pleasant educational climate.

Recommendations:
The number of students in the older group seems relatively small compared to other years and other districts. The staff should consider means to recruit and involve more older children.

We would like to suggest that less time be used in explaining how to do the many handouts and more time spent in giving direct instruction and providing teacher/student interaction. A prime objective of the program should be the providing of a great abundance of language experience with these children.

IRON

Observations:
This school, principally serving Navajo migrant students, has much evidence of the childrens' rich cultural heritage and pride. As one enters the building attractive bulletin boards with paintings of great past tribal chiefs are gracing the wall. Captions explain their accomplishments. Also the children have living role models in some of the staff members. Cultural arts and crafts activities foster identity and strengthen each childs' character. Also, a great emphasis is placed on mastery in comprehension skills, vocabulary building and listening skills.

Recommendations:
We recommend that more training be provided to the aides. Instructional methods and their application would help them in their instructional responsibilities. This would help them be more effective in assisting the students learn and implement the concepts being taught to them. Ongoing training would enhance staff professionalism as well as to foster confidence in the aides.

Suggestion was made that there needs to be some follow-up with the process application of math. The children were progressing, but unable to explain the process they were working.

JORDAN

Observations:

This is one of the newer facilities in our program and consequently provides a clean and pleasant atmosphere for learning. The program is an excellent example of a migrant program that can be more academically oriented and in turn one which helps students to be concerned to facilitate their own personal learning. It is also a very good example of articulation and cooperation between the migrant school and the district.

The program has an excellent cadre of teachers and aides; the back-up resources of the psychologist, nurse, recruiter and principal provide indepth services to these children.

Recommendations:

With regards to the older students, you could recruit more of that age group and keep them interested in school by using teaching materials from the business community (such as shop manuals, policy manuals, or any instructional procedure manuals used by companies, conduct field trips to industrial centers or manufacturing centers or information centers (AMEX, IBM, IRS, etc.) Organize work crews of older students to go into the community that will give occupational experience. Develop outreach instructional programs to the locations where individuals are working.

MILLARD

Observations:

The team was excited to witness some particularly interesting and effective teaching methods in several areas. Basic math concepts were taught by one talented teacher through song. The jingles were catchy and fun and the exercise produced correct answers on the board while singing.

The children also have a very enthusiastic music teacher and all the students in the class that we observed were learning to play the piano as well as sing. This was facilitated through the use of a paper keyboard which the rest of the children used while one student played the song on the piano. Each child would get his chance at the real piano and the two that we watched did very well. We also observed a short choreographed patriotic song. These children were getting a good exposure to many facets of music.

Millard (cont'd)

Recommendations:

The team suggested that there be an onsite full-time administrator providing educational leadership for the school. The principal was away most of the summer going to school and the director lives approximately 45 miles away and is onsite only occasionally. Because these staff are of proven leadership capability and are heavily involved in other capacities and duties, it is difficult for them to administer the program.

NEBO

Observations:

Strength is shown in the director's planning in selection of the staff. Most are bilingual and able to communicate with students who do not have strong english skills. There are also several good examples of role models working as teachers or aides. One of the part-time aides is the only tie-in with the non-english speaking Kickapoo segment. She is also a good role model.

An excellent service offered in the program is the health instruction by the school nurse. She works with small groups of students teaching them about and practicing basic cleanliness habits such as hand washing, cleaning of nails, brushing teeth, etc. She works with each child at least once during the program. Her personal and small group approach has also proven useful in addressing concerns and questions of the 12 - 14 year old girls.

NORTH SANPETE

Observations:

From the moment we entered the front door of the school, the whole feeling of the staff was represented by the enthusiastic, friendly greeting of its director. Two words immediately come to mind when this program is mentioned: "up" and "positive". Everyone from the director to the staff to the students seemed to emanate these feelings. As one administrator aptly put it, "the school radiates a wholesome learning atmosphere."

The team was impressed with the instructional modes being used in the various rooms. Each class had several bulletin boards that were not only attractive but functional, being used for instructing and tracking of student progress as well. There was a strong, warm feeling in each classroom of caring and trust.

North Sanpete (cont'd)

Recommendations:

Recognizing that role models are important for young children we would like to suggest that in the future when and if there is an opening in your migrant program you would consider hiring someone who would have the physical characteristics that these children can identify with.

OGDEN

Observations:

The most exceptional feature of the Ogden program is the quality of the teachers, administrators, and other support staff. Everyone is working as a team to make a healthy, happy learning environment. These conditions stimulate the students and present positive role models for them.

There was good access to computer work for the older grades (it may be of interest to extend this access to the lower grades.)

Most classes are well organized with students well behaved and orderly. All of these teachers present outstanding role models to the students. They are very attentive relative to the work and at the same time very warm and loving. These children are all fortunate to have such empathetic teachers who know all the children by name even if they are not in their classroom.

Recommendations:

One problem noted was the absence of instructional aides. Without aides there is an obvious reduction to the individualized instruction and care afforded each student. It generally becomes more difficult for the teachers to cover both instructionally and discipline-wise.

This problem of no aides should be addressed with a possible solution being a good systematic volunteer effort. It should be possible to find some steady volunteer resource to fill this void. A good possibility could be through Weber State College (Sociology, Education, or Spanish student interested in some excellent "hands-on" experience).

PROVO

Observations:

The commitment of the administration and teaching staff reflects a well organized program. The involvement by regular classroom teachers and the

Provo (cont'd)
principals provide the additional support in maintaining a high standard of classroom instruction.

The cooperation and mutual collaborative effort between the school district and the SEA is appreciated. Financial records and bookkeeping of tracking the expenditures and charges against the migrant education program is commendable.

Recommendations:
In order to ascertain that Migrant Education instruction is provided on a supplementary basis, we recommend that a schedule be developed to reflect subject, teaching staff (migrant and non-migrant), time of day and minutes that migrant students receive instruction.

We recommend that the migrant program at each of the schools be overseen by the school principal for the day-to-day administration and scheduling. The LEA school district Migrant Education Director will oversee the district-wide migrant program. This is recommended because of the close proximity of the principals to the migrant projects. This recommendation is made because the Provo project is the only year-round program in the state.

UINTAH

Observations:
There were effective displays of achievement on the walls, i.e. bulletin boards, wall displays, and projects on the shelves. There was evidence of parental involvement. Two parents attended the PAC meeting in Provo on July 1st.

The group has taken several field trips, with the major one of the summer being a science and geology field trip to Dinosaur Museum in Jensen.

Recommendations:
Because Uintah school district was involved in Migrant Education for the first time this year, assessment data was not requested, however, for next year Uintah school district will need to incorporate the WRAT testing program for placement and gains purposes.

Uintah (cont'd)

Recognizing that benefits to staff can be received, we strongly suggest that Uintah's staff in Migrant Education have the opportunity to visit other programs.